Municipal Affairs

Actions to Effective Communications Workshop

2006 Participant's Manual

Alberta

Contents

Workshop Objectives....4
Outline for the Day....5
FOUNDATION OF GOOD COMMUNICATION....6
Good Communication....6
Effective Versus Non-effective Communication....8
STYLES OF COMMUNICATION....10
Habitual/Situational Styles....10
EXERCISE: Communication Styles....10
What's Your Communication Style?....11
Five Communication Styles....13
The Competing Shark....14
The Avoiding Turtle....15
The Accommodating Teddy Bear....16
The Compromising Fox....17
The Collaborating Owl....18
EXERCISE: The Communication Self-assessment....19
Discuss and Debate....20
Three Aspects of Communication....22
Barriers to Communication....23
Destructive Blocks to Communication....24
Positions, Issues, Interests....24
EXERCISE: Positions, Issues, Interests....26
EXERCISE: Using Common Municipal Issues....26
Thought Process Cycle....27
Scotoma....27
EXERCISE: Scotoma....27
Understanding Perspectives....28
What's Important To You....28
LISTENING....29
EXERCISE: Listening Quality Quiz....29
Levels of Listening....31

Level 1. Reactive Listening 31
Level 2. Helpful Listening 31
Level 3. Objective Listening 31
Level 4. Reflective Listening 31
Level 5. Empathic Listening 31
Level 6. Reframe Listening 32

Hearing/Listening 32

Non-defensive Active Listening 33
Attending 33
Encouraging 34

Non-defensive Reflective Listening 35
Communicating with Precision and Accuracy 35
Paraphrasing 36
Reflecting 37
Empathy 41

EXERCISE: Listening Skills 43
Questioning 44

EXERCISE: Open Versus Closed Questions 44
Open Questioning 45
Levels of Open Questioning 46

EXERCISE: Open Questioning 48
Summarizing 49

Communication Igniters & Squelchers 50
Good Listening Commandments 51

SPEAKING 52

Self Disclosure 52

Johari Window 53

Expressing Your Own Perspective 54
"I" Messages 54

State What You Want 55

EXERCISE: Expressing your own perspective 55
Criticism 56
Assertiveness 59
Comparison – Passive/Assertive/Aggressive Behaviour 59

EXERCISE: Passive/Assertive/Aggressive 60

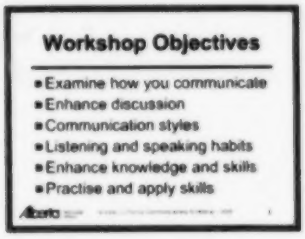
Assertive Model - Communicating our Perspective 61
DESC Model 61

Exercise: Assertive Practice 62

Reducing Defensiveness 62
COLLABORATIVE COMMUNICATION 64
Keys to Collaborative Listening and Speaking 64
Dialogue to Collaboration 64
Importance of Discussing Issues Collaboratively: 65
Steps to Collaborative Communication 66
1. Create the environment 66
2. Identify the issue/s 66
3. Determine the process 66
4. Be open to possibilities 66
5. Document progress 66
Principles of Collaboration: 67
Goals of Collaborative Discussion: 67
Agenda for Tomorrow: 67
Additional Resources: 68

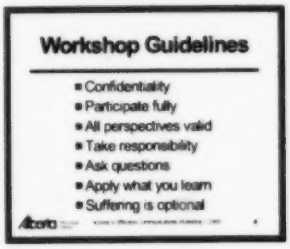
Workshop Objectives

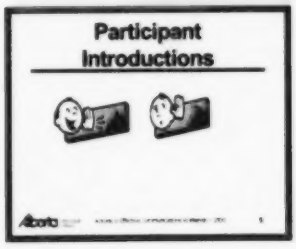
- Examine how you communicate through:
  a. your bylaws and policies, and
  b. agendas and meeting minutes.
- Discuss and debate issues.
- Examine personal communication styles.
- Increase awareness of our own listening and speaking habits.
- Enhance general communication knowledge and skills.
- Have an opportunity to practise and apply skills from this workshop to municipal issues.



"Awareness is pre-requisite for change."
Unknown

"Denial is the alternative to change."
Alice Sargent





Outline for the Day

Foundation of Good Communication

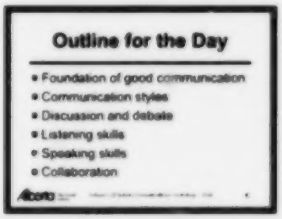
Communication Styles

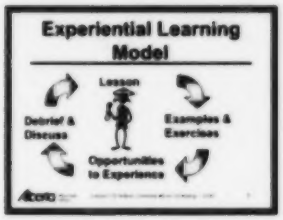
Discussion and Debate

Listening Skills

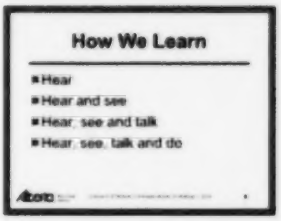
Speaking Skills

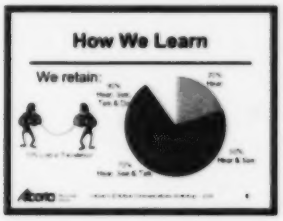
Collaboration





There is instructional and lecture material along with pre-set exercises to use for skill development. This outline highlights each major topic for the workshop. The additional resources listing at the end of the workbook can be used as a guide for further study.



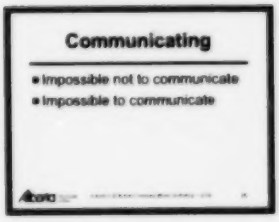


Notes: _____

FOUNDATION OF GOOD COMMUNICATION

Good Communication

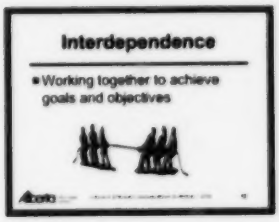
To be in someone's presence and **not communicate is impossible**, yet to **communicate** effectively **can be almost as impossible unless we make a concentrated effort**. The paradox stems from the apparent simplicity of communication. The reality is communication is not simple. Face-to-face, **we often have difficulty saying and understanding what really matters to people.** A firm foundation in the principles of effective communication can turn most human interactions into positive experiences.



Almost **every issue, mistake, conflict and misunderstanding has a communication problem at its most basic level**. Another person, at times, misunderstands all of us, or we misunderstand another person's message. We may use words or phrases that are misinterpreted. Sometimes we create mistrust by how we say things. While communication problems may never be eliminated, **enhanced communication will reduce the challenges we encounter.**

"I know that you believe you understand what you think I said, but I'm not sure you realize what you heard is not what I meant!"
Deborah Tannen

In our working environment, **we need each other in order to achieve our goals and objectives.** Communication is a basic thread that ties us together and it can also become the rope that pulls us apart. Through communication we make our needs, wants, ideas and feelings known. The better we are at communicating, the more effective we are at achieving our goals, hopes and dreams.



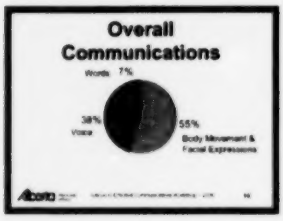
Communication takes practice. Just like structuring resolutions (motions) takes practice. By themselves the skills or tools do not ensure clarity of communication. They must be consciously used; in fact, if used inappropriately, tools can arouse antagonism and obstruct communication. **The key is to sensitively and effectively apply skills, which enhance our verbal, vocal and visual means to communicate not only as a speaker, but also as a listener in sending and receiving messages.**

"The most immutable barrier in nature is between one man's thoughts and another's."
William James

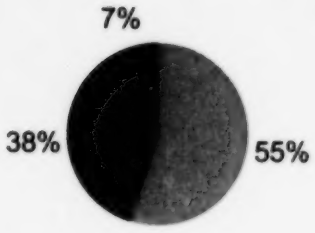
How does council communicate? Through background information received in an agenda package or through discussions at council meetings leading to a decision in the form of a resolution. Decisions may not be agreed to by some, but must be supported by all.

Notes: _____

Overall Communication



It is said that in our overall communication:



7% of the message is conveyed in words **(verbally)**

38% in a non-verbal manner - pace, pitch, tone, juncture, stress **(vocally)** and

55% also in a non-verbal manner - comes from body movement and facial expressions **(visually)**.

People who learn the art of communication in all its dimensions have a powerful advantage in their personal and professional lives.

Most familiar and explicit is our communication with words even though they account for only 7% of the overall messages. This dimension of communication often has the most impact. However, non-verbal communication through vocal and visual cues is just as important. Consistency is essential.

"To communicate or not to communicate, that is the question."
Hamlet

Attempts to improve communication must stem from our desire to improve interpersonal relationships and achieve mutual understanding. When there is inconsistency between our words and our intent, deception can be easily assumed. The visual and vocal have a stronger degree of believability than the verbal. **To communicate effectively, our intent must be congruent with our visual, vocal and verbal messages.**

The foundation of **good communication** is comprised of our awareness of ourselves, our ability to be in the moment and to focus on clarity and to **effectively use verbal, vocal and visual cues to receive and send messages. With effort, effective communication is clearly possible.**

Notes: _____

_____

_____

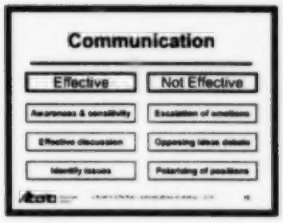
_____

_____

Effective Versus Non-effective Communication

Awareness and sensitivity

- **Effective communication** requires **awareness and sensitivity** for both ourselves and for the person with whom we are communicating. This awareness helps us gain an appreciation for the other party that can enhance our sensitivity to the benefit of ourselves and other parties. When we are not effective, we will often experience an **escalation of emotions** in all parties. Awareness and sensitivity of how we are thinking, feeling and behaving is part of a process that enhances effective communication and allows us to stop discounting the feelings and behaviours of others and ourselves.



Effective discussion

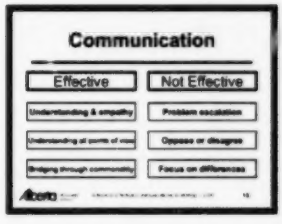
- Awareness and sensitivity provides a respectful atmosphere that contributes to **effective discussion, versus** creating an **opposing ideas debate**.

Identify issues

- Effective dialogue about the subject matter allows the communication to **focus on and identify issues, versus polarizing of positions** on the subject, which often leads to animosity.

Understanding and empathy

- When we are effective at identifying issues and engaging in dialogue, a greater **understanding and empathy** emerges, further enhancing communication. When we are not effective, polarizing of positions often leads to **problem escalation**.



Understand all points of view

- When in communication, we create dialogue for understanding and empathy. This moves us to more readily **understand all points of view,** not only our own but also others. In order to understand other people's perspective, we must be able to listen for both what they are saying and what they are not saying to connect with their thoughts and feelings. When communication is not effective and a problem escalates, a natural tendency might be to **oppose or disagree** before we even understand what we are opposing and

---

Notes: _____

_____

_____

_____

_____

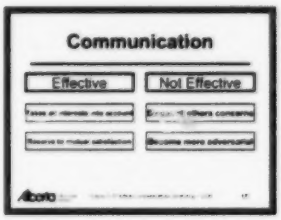
disagreeing with. Effectively we want to create an atmosphere that allows parties to clearly understand one another's perspectives and issues, **knowing that understanding does not mean we agree**.

Bridging through commonality

- When we understand and are willing to consider one another's perspective, we often find that commonalities surface. The surfacing of commonality allows us to **use that commonality** and identify similarities, **versus focusing on differences**. Identifying similarities provides balance when there are differences in opinion, feelings, wants, needs and concerns relative to an issue. Once similarities are identified, the differences can carry less weight. This leads to acceptance and objectivity in the processing of information as revealed during the discussion.

Take all interests into account

- When we are open to understanding another's point of view and look for commonalities, we have more information, which allows us to **take all interests into account as we discuss issues.** When we **discount others' concerns**, we may find ourselves in a place where the resistance moves people to **become more adversarial.** This often derails the issue. Because emotions are escalating, the focus changes to the people versus the issue. This creates an unhealthy environment that only further contributes to a downward spiral of non-effective communication.



"Surrender doesn't obstruct our power, it enhances it."
Maryanne Williamson

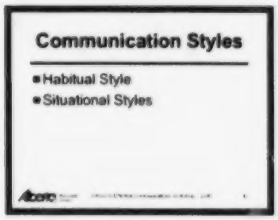
Resolve to mutual satisfaction

- **Resolving issues to mutual satisfaction** or at least creating an understanding of one another's point of view allows for acceptance of differences and a goal for potential resolution to mutual satisfaction. In an adversarial environment, the resistance often turns in to a competition over: who is right, or pushing our own way to resolve the issue. Sometimes, people can be against others just to make them look bad or inferior. At this point, the focus is again on the differences (often exaggerated), which further escalates emotions. **This often results in words and actions, which are hard to overcome and become the reason or motivation to create difficulty for each other.**

Notes: _____

STYLES OF COMMUNICATION

Habitual/Situational Styles



In communicating, **we have habitual instinctual styles**, as a result of our life's experiences. The habits we develop are often **related to our beliefs, values and attitudes**.

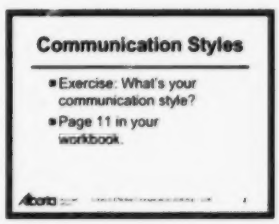
If our values dictate a focus on outcome, i.e. getting the job done, or on productivity, **then our personality and communication style will** likely **cause us to respond much the same way**. **If our values focus on pleasing people and on relationship building, then our communication will indicate that.**

"Life is a negotiation."
Wayne Dyer.

We have designed an **instrument for** creating awareness **by identifying our styles of communication when dealing with issues or concerns**. This tool helps us **to become aware of our habits in communication.**

"We first make our habits, then our habits make us."
English Poet

EXERCISE: Communication Styles



Whatever the type of issue we are discussing, we have a tendency to "react" in the same way when we turn conversation into competition – by taking a "side" that stakes out our territory. The focus of our conversation moves to satisfying our own concerns or interests through '<u>assertiveness</u>' and how much we try to satisfy concerns or interests of the other party by our '<u>cooperativeness</u>'.

Notes: _____

What's Your Communication Style?

Instructions: Listed below are 15 statements. Each strategy provides a possible behaviour when communicating. Give each a numerical value. Don't answer as you think you should, answer as you actually behave.

Statement	Score
a. I argue my case with peers, colleagues and co-workers to demonstrate the merits of the position I take.	_____
b. I try to reach compromises through negotiation.	_____
c. I attempt to meet the expectation of others.	_____
d. I seek to investigate issues with others in order to find solutions that are mutually acceptable.	_____
e. I am firm in defending my side of the issue.	_____
f. I try to avoid being singled out, keeping conflict with others to myself.	_____
g. I support my solutions to problems.	_____
h. I compromise in order to reach solutions.	_____
i. I trade important information with others so that problems can be solved together.	_____
j. I avoid discussing my differences with others.	_____
k. I try to accommodate the wishes of my peers and colleagues.	_____
l. I need to hear everyone's concerns before making decisions.	_____
m. I try to put forward intermediate positions in efforts to break deadlocks.	_____
n. I accept the recommendations of colleagues, peers, and co-workers.	_____
o. I avoid hard feelings by keeping my disagreements with others to myself.	_____

1 = Always
2 = Very often
3 = Sometimes
4 = Not very often
5 = Rarely, if ever

Notes: _____

Scoring: The 15 statements you just read are listed below under five categories. Each category contains the letters of three statements. Record the number you placed next to each statement. Calculate the total under each category.

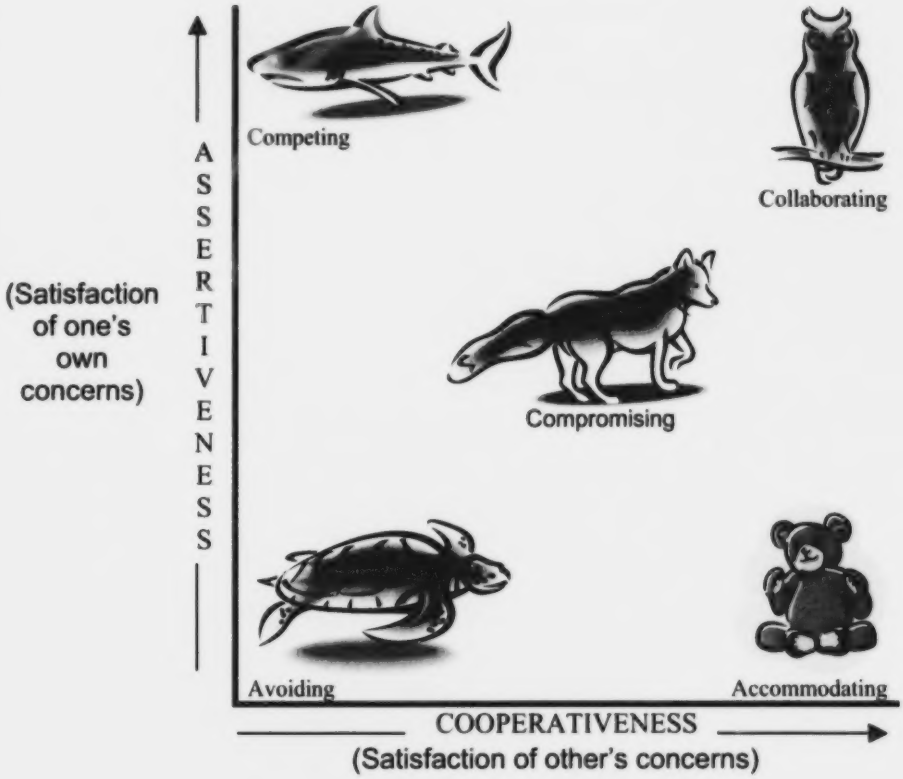
Style				Total
Competing Shark	a. _____	e. _____	g. _____	_____
Collaborating Owl	d. _____	i. _____	l. _____	_____
Avoiding Turtle	f. _____	j. _____	o. _____	_____
Accommodating Teddy Bear	c. _____	k. _____	n. _____	_____
Compromising Fox	b. _____	h. _____	m. _____	_____

Results: My dominant style is _____
(Your LOWEST score)

My back-up style is_____
(Your second lowest score)

Notes: _____

Five Communication Styles



Each of the five styles reflects somewhat different attitudes toward the other party. The instrument will help you detect your dominant style, which is reflective of your motivations and values. Your dominant style reflects your habitual learned responses of thinking and communicating, especially when opinions and/or objectives differ.

Styles can and do shift with new awareness and changing circumstances. When under pressure or when there is polarizing, the dominant style tends to surface.

Notes: _____

The Competing Shark

Along a continuum of `focus on self/focus on other', this style is the most self-focused. This style is the most adversarial in nature and least likely to be received as cooperative. There are different modes that relate to this style; from very forceful, domineering behaviours to ones that are more open and understanding (but still inflexible on outcome). In communicating, people with this style are usually very forthright about what they think and want.

- Sharks use a forcing or competing conflict management style.
- Sharks are highly goal-oriented.
- Relationships take on a lower priority.
- Sharks do not hesitate to use aggressive behaviour to resolve conflicts.
- Sharks can be autocratic, authoritative, and uncooperative; threatening and intimidating.
- Sharks have a need to win; therefore others must lose, creating win-lose situations.
- *Advantage:* If the shark's decision is correct, a better decision without compromise can result.
- *Disadvantage:* May breed hostility and resentment toward the person using it.
- Appropriate times to use a Shark Style:
    - when conflict involves personal differences that are difficult to change
    - when fostering intimate or supportive relationships is not critical
    - when others are likely to take advantage of non-competitive behaviour
    - when conflict resolution is urgent; when decision is vital in crisis
    - when unpopular decisions need to be implemented.

Examples:
Wants the grader operator to move locations to immediately snowplow a road. Will likely be very assertive on the want and the need to have the road plowed.

Notes: _____

_____

_____

_____

_____

The Avoiding Turtle

This style focuses away from conflict altogether. It can be used cooperatively or adversarially. As a dominant style, avoidance can lead to unnecessary escalation of conflicts. When avoiders communicate about issues, they require time to think, process, and often have an inner dialogue that they do not express. Behaviours can range from outright belligerent unwillingness to temporary unwillingness, or a general `smoothing' style when differences appear during discussion of issues. In communicating, people with this style would not tell you what they think or want, even if you asked, unless they felt very comfortable and trusted you.

- Turtles adopt an avoiding or withdrawing conflict management style.
- Turtles would rather hide and ignore conflict than resolve it; this leads them to be uncooperative and unassertive.
- Turtles tend to give up personal goals and display passive behaviour, creating lose-lose situations.
- *Advantage:* May help to maintain relationships that would be hurt by conflict resolution.
- *Disadvantage:* Conflicts remain unresolved, overuse of the style leads to others walking over them.
- Appropriate times to use a Turtle Style:
    - when the stakes are not high or issue is trivial
    - when confrontation will hurt a working relationship
    - when there is little chance of satisfying your wants
    - when disruption outweighs benefit of conflict resolution
    - when gathering information is more important than an immediate decision
    - when others can more effectively resolve the conflict
    - when time constraints demand a delay.

Examples:
Doesn't want to make a decision about increasing user fees at the arena. May even miss the meeting to avoid discussing and voting on the issue.

Notes: _____

_____

_____

_____

_____

The Accommodating Teddy Bear

This style is most focused on the other party, least focused on the self. Accommodation as a dominant style leads to outcomes that favour the other party because the accommodator's focus is on people and relationships more than on the productivity or outcome. Accommodators most often are cooperative unless they have been pushed to their limit at which time they can become quite adversarial. Behaviours can range from total capitulation and disinterest in the outcome, to willingness to give in when discussing issues. In communicating, people with this style usually are more focussed on your wants and needs. They would only speak about their own wants and needs if you asked and then only if they felt certain you would be comfortable with them.

- Teddy bears use a smoothing or accommodating conflict management style with emphasis on human relationships.
- Teddy bears ignore their own goals and resolve conflict by giving in to others; they are unassertive and cooperative, creating a win-lose (bear is loser) situation.
- *Advantage:* Accommodating maintains relationships.
- *Disadvantage:* Giving in may not be productive, bear may be taken advantage of.
- Appropriate times to use a Teddy Bear Style:
    - when maintaining the relationship outweighs other considerations
    - when suggestions/changes are not important to the accommodator
    - when minimizing losses in situations where outmatched or losing
    - when time is limited or when harmony and stability are valued.

Examples:
Has planned to take vacation. Willing to postpone or cancel plans to accommodate another's needs.

_____

Notes: _____

_____

_____

_____

_____

The Compromising Fox

This style is focused on satisfying both parties somewhat, with a preference toward self. It can be cooperative or adversarial in nature; as a dominant style, it will tend toward surface solutions and a competitive atmosphere. Behaviours range from very hard stances to approaches that are more flexible and show willingness to move toward the middle. Compromisers like to be seen as fair and reasonable when discussing issues; however, their focus is often on a quick fix.

People communicating with this style would give you enough information to justify their wants and needs and would generally jump to a solution that is based upon their ideals of fairness and equality.

- Foxes use a compromising conflict management style; concern is for goals and relationships.
- Foxes are willing to sacrifice some of their goals while persuading others to give up part of theirs.
- Compromise is assertive and cooperative - result is either win-lose or lose-lose.
- *Advantage:* Relationships are maintained and conflicts are removed.
- *Disadvantage:* Compromise may create less than ideal outcomes and game playing can result.
- Appropriate times to use a Fox Style:
    - when important/complex issues leave no clear or simple solutions
    - when all conflicting people are equal in power and have strong interests in different solutions
    - when their are no time restraints.

Examples:
Let's give all the communities the same funding for park equipment.
May not be the best solution but reaches a quick resolution.

Notes: _____

The Collaborating Owl

This style is focused on satisfying both parties to the greatest degree possible; it is the most cooperative in nature. Owls, too, can become frustrated if unsuccessful in their attempts to get others talking and therefore may quickly move toward other styles. However, they are more instinctively committed to attempting to using strategies that increase their chance of meeting all parties' needs relative to an issue. This takes patience and effort. The time spent upfront pays off over the long term. People with this style in communication instinctively attempt to create understanding and have a genuine interest in hearing all parties' perspectives. Their underlying values focus on others as well as themselves. They see people as equals and often assume all people should want to openly discuss issues as they do.

- Owls use a collaborating or problem-confronting conflict management style valuing their goals and relationships.
- Owls view conflicts as problems to be solved finding solutions agreeable to all sides (win-win).
- *Advantage:* Both sides get what they want and negative feelings are eliminated.
- *Disadvantage:* Takes a great deal of time and effort.
- Appropriate times to use an Owl Style:
    - when maintaining relationships is important
    - when time is not a concern
    - when peer conflict is involved
    - when trying to gain commitment through consensus building
    - when learning and trying to merge differing perspectives.

Examples:
Closing access to a municipal reserve. Provide interested parties input and will try to meet the needs of all users of the reserve.

Notes: _____

EXERCISE: The Communication Self-assessment

The instrument allows us to self-assess and determines our strengths and weaknesses in communication when resolving issues.

My dominant communication style is_____

The strength of my style is_____

_____

The difficulty of my style is_____

_____

The learning that will help me to communicate better _____

_____

_____

Notes: _____

_____

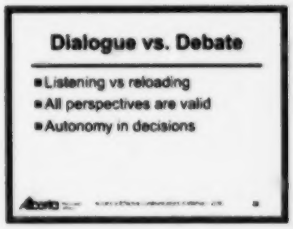
_____

_____

_____

Discuss and Debate

Communication can take the form of either dialogue or debate. Dialogue is most productive. Despite our best intentions, we tend to spend our conversational time waiting for the first opportunity to offer our own comments. The pace of our conversations resembles a gunfight. The person who can draw the fastest and who can hold his ground the longest gets more points. "People do not listen, they reload."



To effectively dialogue we must be prepared to listen to all perspectives on an issue. When televised legislative sessions in Parliament show our politicians advocating, catcalling, booing and shouting insults at one another in the name of parliamentary discourse to reason and resolve issues, this seems highly inappropriate. They may sense the same thing, but seem powerless to do anything about it. This may be because society in general seems to live by the misconception that, 'if I listen and understand what someone is saying, they may think I am agreeing with them rather than I am understanding them.' **Understanding someone does not mean we agree with them**. Competition becomes the flavour of the day even if it means chipping away at someone else to stay on top. While competition is wonderful in sports, and healthy to a degree in terms of motivation, in terms of dealing with issues, it is not effective. **When we create a contest or a debate, the focus can be on winning or losing, which dampens the possibility for synergy, understanding, and harmony to emerge.**

"Understanding does not mean I agree."
Deborah Tannen

The roots of the word dialogue come from the Greek words dia and logos. Dia means "through"; logos translates to "word" or "meaning". **In essence, a dialogue is a flow of meaning. To dialogue in a conversation requires that people think together and no longer take positions as final.** You see the opportunity to discuss issues as an opportunity to learn, and listen to the possibilities that result simply from being in conversation with others. These possibilities might arise because of new ideas or thoughts that are stirred. Most of us believe at some level that we must fix things or change people in order to make them reachable. Dialogue does not call for such behaviour. Rather, it asks us to

Notes: _____

listen for and create a new kind of environment and connection in which we listen deeply to all the views that people may express. **It asks that we create a quality of listening and attention that includes more than any single view.**

An analogy might be to see this like the picture the panoramic cameras give us. Through focus and thinking about information relevant to issues, we end up with a much broader perspective, which encompasses both the listener's and the speaker's perspectives. This often inspires new possibilities and expands the potential for collaboration or joint problem solving. **When people feel like they have some autonomy in decisions, this vested responsibility invariably leads to mutual satisfaction while it lightens the load for all parties.** It refers to the question of '**why would we want to do for others what they can do for themselves, if empowered to do so?' It will give them a greater sense of responsibility and alleviate their resistance.**

"Tell me and I hear
Show me and I see
Involve me and I understand."
Chinese Proverb

Principled interest-based communication skills, as well as being effective for resolving issues, are the very essence of everyday good communication. They are **also known as non-defensive speaking and listening skills. When used effectively, they will provide a collaborative environment and dialogue to discuss issues.** The principle of "Seek first to understand before asking to be understood" helps collaborative communication take place. **By communicating understanding, several profoundly different dynamics develop including:**

- **a perception of equilibrium between the parties;**
- **a potential for lessening of tension; and**
- **defusing of the emotions.**

"Seek first to understand before asking to be understood."
Stephen Covey

Communication based upon collaboration is helpful both in our personal and professional lives. **Collaboration aims at strengthening relationships, accepting differences, and building on commonalities and similarities, while seeking outcomes that satisfy both parties.**

Notes: _____

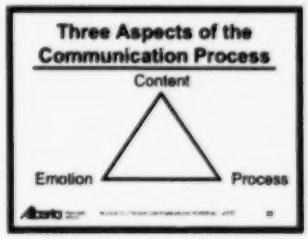
Three Aspects of Communication

When in communication about issues and/or facilitating people's concerns, one is dealing with the following three aspects.

Content: ***the substantive aspect of the issue***
This is the 'meat and potatoes' of the conversation. This is inclusive of any objective or topical part of the discussion, which does not include the thoughts or feelings as a result of emotion.

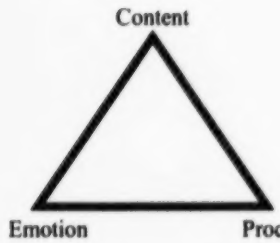
Process: ***how we talk to and treat each other***
People need to feel heard and acknowledged. A person, who feels attacked, blamed, interrupted, or 'yes-butted' will likely end a conversation or turn it into an argument.

Emotion: ***how we feel; the psychological aspect***
The emotional aspect of the topic in conversation is often overlooked, yet extremely significant. People who are angry make poor problem-solvers and even worse communicators. We must manage our own emotions, acknowledge the other party's emotions and maintain focus on the issue.



Any one of a number of things can trigger emotion:

- the issue itself
- history between individuals
- history with the organization
- how a person is being treated during the conflict
- unrelated incidents (having a bad day).

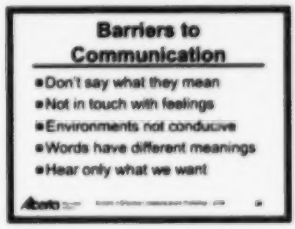


People often focus exclusively on one aspect and miss what is really going on for themselves or the other person. People who are emotionally aroused may be unable to focus on either the process or the content. Trying to discuss issues and come to resolution when one of these areas remains unaddressed is like trying to sit on a stool that has two legs. All aspects must be addressed.

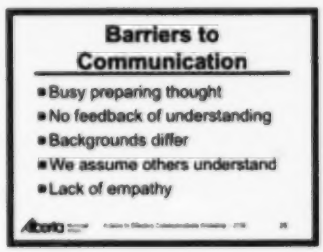
Notes: _____

Barriers to Communication

Some of the barriers to good communication that prevent the understanding and acceptance needed for collaborative dialogue include:


Barriers to Communication
Don't say what they mean
Not in touch with feelings
Environments not conducive
Words have different meanings
Hear only what we want

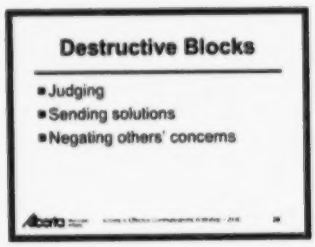
1. **People don't** always **say what they** really **mean.**
2. **Feelings** can be **hard to put into words** because we are not always in touch with our feelings.
3. **Environments are not conducive to communicating**, including noise, interruptions, discomfort.
4. The **same words** have **different meanings** for different people.
5. We sometimes **hear only what we want** to hear.
6. We are often **so busy thinking about what we are going to say** next that we **don't bother to listen accurately**.
7. There is **no accurate feedback** or confirmation of understanding.
8. **Backgrounds differ** (cultures, values, attitudes).
9. When **we assume others understand**, we limit the information we give and get.
10. There **is a lack of empathy** and understanding.



Notes: _____

Destructive Blocks to Communication

These are some of the destructive blocks to communication, which we all tend to use. Awareness of the destructive blocks we all use can help us change. **When we are aware, we can stop doing those things that may detract from communication or polarize those with whom we are speaking.**



Judging

- Criticizing
- Name-calling
- Diagnosing
- Evaluative Praising

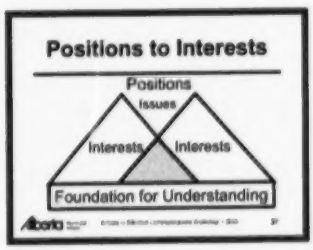
Sending Solutions

- Ordering
- Threatening
- Moralizing
- Excessive/Inappropriate Questioning
- Advising

Negating Others' Concerns

- Diverting
- Logical Argument
- Reassuring
- Placating

Positions, Issues, Interests



Background

Disagreements arise naturally during interactions between people. When our communication becomes a contest or we become polarized in discussions of issues:

- On the plus side, the contention can help us solve problems, weigh the strengths of our arguments and motivate us to excel.

_____

Notes: _____

_____

_____

_____

_____

- On the negative side, contentions that escalate can rob our productivity and erode our relationships.

An understanding of terms and an ability to differentiate between them is an important foundation for collaborative communication.

Definitions:

Positions: – a one-sided ideal solution or resolution to a problem based on one party's wants, needs and values.

Issues: – the topic or subject of the discussion. Issues are neutral.

Interests: – the wants, needs, values, and concerns that motivate a party to take a certain position.

Examples of positional language:

I want	*I will not...*
I refuse to	*You have to ...*
We have to	*I have to...*
I need to	*You need to ...*
We should	*You should ...*
We shouldn't	*You shouldn't ...*
The way to	*Everyone ought...*
I don't want	*I will not...*
We can't...	*You should not...*
This is the only way we can...	
The date has to be...	
This is wrong...	

Examples of issues:

Education	*Communication*
Finances	*Use of land*
Timing	*Lifestyle*
Boundaries	*Regional plan*
How decisions are made	*Family changes*
Roles and responsibilities	*Future plans*

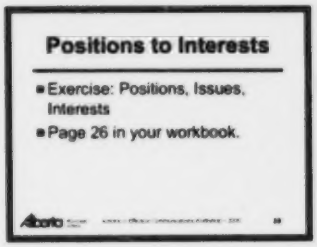
Notes: _____

Examples of interests:

Concerns	*Beliefs*
Hopes	*Fears*
Expectations	*Values*
Assumptions	*Needs*
Priorities	

EXERCISE: Positions, Issues, Interests

Using the following guide, identify some common municipal issues. Try to imagine what some of the interests are for both parties that may underlie each issue.



To identify the issue, ask yourself: ***"What is the subject of the statement?"***

To identify the interests, ask yourself: ***" What is important to each person and why?"***

EXERCISE: Using Common Municipal Issues

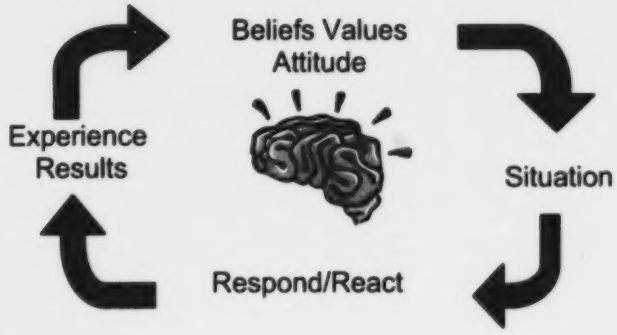
Issues:

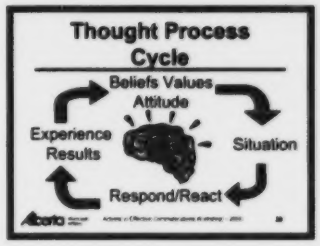
- Municipal residents are requesting that the council hold all meetings during the evening.
- Business owners are concerned about the proposed smoking bylaw not allowing smoking.

Interests:	For	Against
•		
•		
•		
•		

Notes: _____

Thought Process Cycle



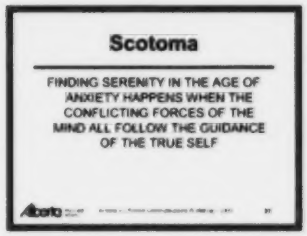


"To every action there is always opposed an equal reaction."
Sir Isaac Newton

"Insanity is doing the same thing over and over and over again and expecting different results."
Rita Mae Brown

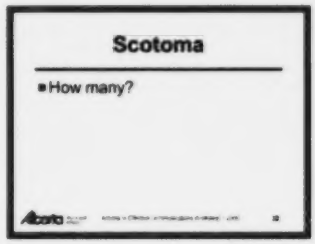
Scotoma

- The meaning of scotoma in the Canadian Oxford dictionary is "a partial loss of vision or blind spot in an otherwise normal visual field".
- As an example, when discussing issues, often we are blocked from understanding other perspectives because of a communication scotoma.


Scotoma
FINDING SERENITY IN THE AGE OF ANXIETY HAPPENS WHEN THE CONFLICTING FORCES OF THE MIND ALL FOLLOW THE GUIDANCE OF THE TRUE SELF

EXERCISE: Scotoma

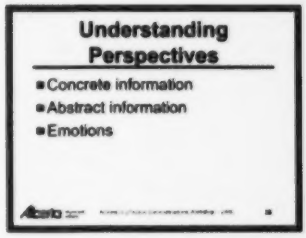
FINDING SERENITY IN THE AGE OF ANXIETY HAPPENS WHEN THE CONFLICTING FORCES OF THE MIND ALL FOLLOW THE GUIDANCE OF THE TRUE SELF



Please write your answer here_____

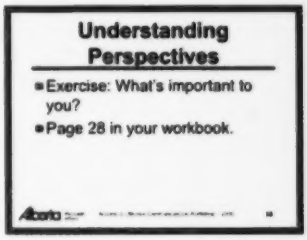
Notes: _____

Understanding Perspectives



Many people look at conversations as a competition: "It's my point of view versus yours; we can't both be right." In reality, everyone comes from a different point of view. Everyone is right because our perspectives are based upon our interpretations, which are often a result of our previous experiences.

What's Important To You



List your needs in priority rank order (**1 = high** to **10 = low**) using any one number only once.

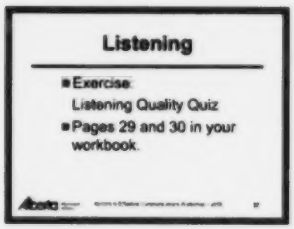
Ranking	Your Needs
	Fiscal Responsibility
	Appreciation for doing good work
	Good relationships with public
	Remuneration/Pay
	Balancing work and family
	Policy development/change
	Prestige
	Independent thought and action
	Authority to make important decisions
	Attending meetings

Notes: _____

LISTENING

EXERCISE: Listening Quality Quiz

Test your self as a listener by taking this Listener Quality Quiz. In the blanks at each listening quality, score yourself on a scale of 1 to 5.



1. _____ I always try to give every person I talk with as much time to talk as I take.
2. _____ I really enjoy hearing what other people have to say.
3. _____ I never find it hard to wait until someone else finishes talking before I have my say.
4. _____ I listen, even when I don't particularly like the person who's talking.
5. _____ The sex and age of a person make no difference in how well I listen.
6. _____ I assume every person has something worthwhile to say and listen intently to friends, acquaintances and strangers alike.
7. _____ I put away what I am doing while someone is talking.
8. _____ I always look directly at the person who is talking and give that person my full attention, no matter what is on my mind.
9. _____ I encourage others to talk by giving them verbal feedback and asking questions.
10. _____ I encourage other people to talk by my nonverbal message such as gestures, facial expressions and posture.

1 = Almost always
2 = Usually
3 = Sometimes
4 = Seldom
5 = Almost never

"Awareness is the pre-requisite for change."

Unknown

Notes: _____

1 = Almost always
2 = Usually
3 = Sometimes
4 = Seldom
5 = Almost never

11. _____ I ask for clarification of words and ideas I don't understand.

12. _____ I am sensitive to the tone of the speaker's voice, expressions and gestures that convey meaning.

13. _____ I never interrupt a person who is talking.

14. _____ I withhold all judgments and opinions about what a person is saying until I have heard it all.

15. _____ I listen past the words to the feelings and meanings the person is expressing, and test to see whether I am understanding correctly.

16. _____ I make mental outlines of the main points of what a person is saying.

17. _____ I look mainly for points on which we can agree, not mainly for points on which we disagree.

18. _____ I respect all people's rights to their opinions, even if I disagree with them.

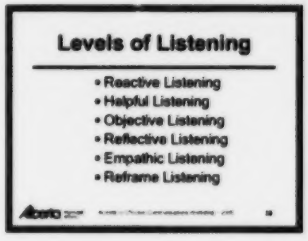
19. _____ I view every dispute or conflict as an opportunity to understand the person better.

20. _____ I recognize that listening is a skill, and I concentrate on trying to develop that skill in my daily life.

_____ **To Score: Add up your total points**

Notes: _____

Levels of Listening



Level 1. Reactive Listening

The speaker makes a statement. The listener reacts to what the speaker said with his own information or thoughts, views and opinions, ignoring the speaker's content. When a listener is triggered and reactive to a situation, he or she begins to share information relative to his/her own experience. He doesn't respond to what he heard the speakers say, and the speaker's experience gets lost.

Level 2. Helpful Listening

The listener shows awareness of what has been said and reacts as though the speaker needs help. The listener may take control by questioning the speaker, and then may give the speaker advice or solutions. This may imply the listener's wisdom is greater than the wisdom of the speaker. The listener may try to rescue by smoothing over, patronizing or providing sympathy at this level.

"A closed mouth gathers no foot!"

Unknown

Level 3. Objective Listening

The listener understands the speaker from a content perspective of what is happening and feeds back the action and behaviour words. The listener may even include ideas and philosophies to prove he/she is listening. At this level, the listener stays away from the feeling and emotional aspects of the decision.

Level 4. Reflective Listening

The listener shows understanding of the immediate and obvious feelings. The listener understands and feeds back the speaker's feeling words, focusing primarily on the emotional aspect.

Level 5. Empathic Listening

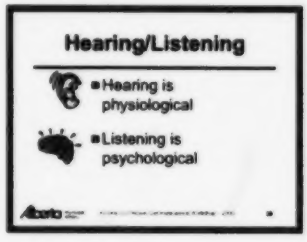
The listener shows understanding of the objective and the reflective levels. He combines them to show he understands both the content and emotion of the discussion, in a way that mirrors the feelings (matching the degree of intensity). The listener also accurately describes the substantive. When we have empathy, we sense and feel from someone else's perspective.

Notes: _____

Level 6. Reframe Listening

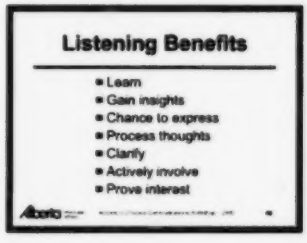
At this level, often through the use of several listening skills, the listener helps the speaker sort out what is important to determine his interests. Those become the benchmarks for resolving the issue. It is here that the focus changes from the past and present to the future. This happens when the speaker uses this directional skill on his own, or through the help of the listener's facilitation. Interactively working with the skills, and shifting the focus in a sequential balanced way, accomplishes transition to this depth of listening.

Hearing/Listening



Hearing is a **physiological** sensory process by which the **eardrums receive auditory sensations** and the sound is transmitted to the brain.

Listening is a more complex **psychological** process involving **interpreting and understanding**. Listening is a thinking process that signifies hearing the auditory sensations. **Active non-defensive listening involves the ears, head, eyes and heart** and requires effort to do it effectively. Listening is a demanding activity that should not be entered into lightly which requires both the hearing (physiological) process and the listening (psychological) process. **Listening requires energy: it can be a burden for the listener when effectively done, and a burden for the speaker when not effectively done.**



The benefits of listening are:

- We **learn** from what we hear.
- We **gain insights** into the way others perceive their **individual needs, desires, and motivations.**
- We **give others a chance to express**, to let down their guard
- Helps others **process their own thoughts**.
- We **clarify misconceptions and assumptions**.
- We can **actively involve others** in communication by listening.
- We **prove we are interested** in what others have to say if we listen effectively.

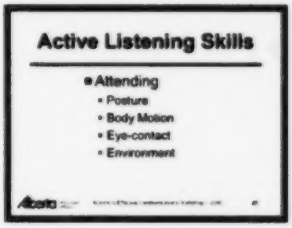
Notes: _____

Non-defensive Active Listening

Non-verbal communication, the vocal and visual aspects, provide dimension to our feelings or to the raw words when we are communicating with someone. When we are in someone's presence, whether we are conversing through dialogue or not, we send and receive information all of the time. The information is being conveyed through the non-verbal as well as the verbal communication. Visual physical characteristics such as posture, gestures, facial expressions, tone of voice and touch all send messages. Even silence sends a very vivid message. In the first eight seconds of meeting someone, we make first impressions both consciously and subconsciously. When we are effective in our active listening, we observe and listen for the voice and the visual elements while in conversation to get a clearer sense of the message being conveyed. This information helps us to sense what will help to create an environment conducive to effective communication. **Active listening tells the speaker how willing we are to listen, demonstrates our interest, and shows respect for the speaker.**

Attending

- **Posture – Posture tells your conversational partner a great deal about your attitude**. A slouching posture says, "I'm not really interested in exchanging ideas with you." A stiff, rigid posture, with arms folded across one's chest says, "I don't feel fully comfortable in your presence or I am not interested or open to what you have to say." This is not always the case because everyone is unique and the strength of the message may vary. Generally an alert, erect posture signifies interest and involvement. **A relaxed and alert open posture usually is an effective communication posture**.



- **Body Motion – Appropriate body movement is essential to effective listening.**
  Body movement that is congruent with the message of the words is imperative to good listening. Inappropriate body movements such as fidgeting, drumming fingers, cracking knuckles and nervous mannerisms such as jingling change in a pocket do not send attentive messages to the talker.

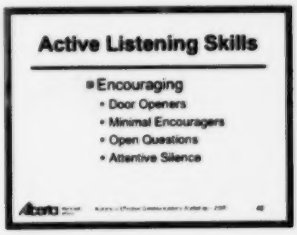
"Eyes are the windows of the soul."
Ralph Waldo Emerson

Notes: _____

- **Eye Contact** – Effective eye contact expresses interest and desire to listen. For example, it involves focusing one's eyes softly on the speaker and occasionally shifting the gaze from his face to a gesturing hand, and then back to the eyes. Eye contact tells the speaker whether or not you are receptive to his message and also gives him a sense of how safe he is with you.

- **Non-distracting Environment (Meeting Environment)** – 'Attending' involves giving the speaker undivided attention, in whatever way we can. By attending we eliminate physical barriers and environmental distractions to give the speaker full attention. Environmental distractions can be music, talking, phones ringing and any external noises. In some instances it may also mean removing physical barriers like coming out from behind a desk so nothing stands between you and the speaker.

  Creating a non-distracting environment may also mean taking control of our own inner voices that chatter away, sometimes in relevance to the conversation of the moment, and sometimes about totally irrelevant issues. This happens because people speak at about 150 – 200 words per minute and our minds process information at 400 – 500 words per minute. **Being attentive means to make sure our mind is focussed on sensing, thinking and feeling in relation to what the speaker is saying and what he is not saying.**



Encouraging

ENCOURAGE (including minimal encourages) to encourage	to convey interest	use neutral words
	the other person to keep talking	neither agree nor disagree
		ask questions let them know you are present on an ongoing basis

Example: "What else happened when you …?"
"Can you tell me more about what it was like when you got the award?"
"Uh-huh," "ok", "I see," . . .

Notes: _____

- **Door Openers -** Invitations to talk are non-coercive and they may come in the form of verbal and non-verbal responses such as "You look upset, what's wrong?" or "Can I help you?"

- **Minimal Encouragers** – "Uh hum", "tell me more", "yes", "really", "go on", "and then", are short inserts in the conversation from the listener, which encourage the speaker to say more.

- **Open Questions** – Short, infrequent, open questions to encourage conversations may sound like, "What happened then?" "What do you mean?"

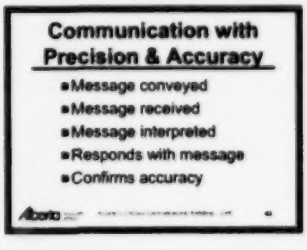
- **Attentive Silence** – The use of silence is a powerful skill used to encourage conversation especially when dealing with someone who is reserved, requires time to process, or is laden with emotion.

Non-defensive Reflective Listening

Communicating with Precision and Accuracy

Beyond the non-verbal communication (visual and vocal), the human brain has a unique capacity to form and recognize words (verbal) whether they're spoken or written. To **achieve precision and accuracy in communicating,** there is a basic process that plays itself out. The process requires that the:

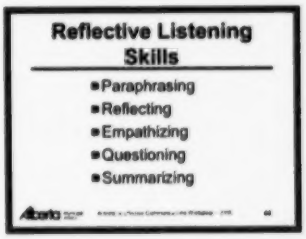
1. **message is conveyed (speaker)**
2. **message is received (listener)**
3. **message is interpreted (listener)**
4. **listener responds with the message as interpreted and understood (listener)**
5. **speaker confirms the accuracy of the message as understood by the listener (speaker)**



Incorporating the previous **active listening skills and the following verbal reflective listening** skills all using non-defensive techniques **ensures the five steps can take place.**

Notes: _____

Verbal Reflective Listening Skills

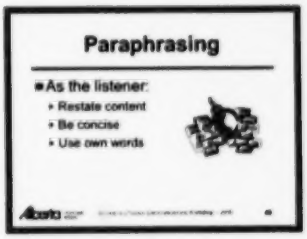


Paraphrasing

A **paraphrase is a reflection of the essence of the speaker's message in the listener's own words**. We paraphrase to clarify thought, summarize and confirm understanding.

To paraphrase, **let the other person finish what they are saying or pause:**

- **Restate** the content of what you think the other person said.
- **Be concise** reflecting only the essentials.
- State **in your own words.**



	PURPOSE	TO DO THIS
PARAPHRASE	• To show you are listening and understanding <u>what is being said</u>	• Restate basic ideas and facts in your own words
	• To check meaning and interpretation	• Reflect only the <u>essentials</u> and focus on the <u>content</u>

"It is a luxury to be understood."
Ralph Waldo Emerson

Paraphrasing sounds like:

- "So, you're saying _____."
- "Sounds like_____."

Or in the form of **a perception check:**

- "So are you saying_____?"
- "Do you mean_____?"
- "Is this what you're saying_____?"

Caution when paraphrasing not to:

- **Augment** – to add extraneous information
- **Diminish the value** of the message – discounting it's importance
- **Editorialize** – to add your own opinions
- **Parrot** – mimic word for word

Notes: _____

Reflecting

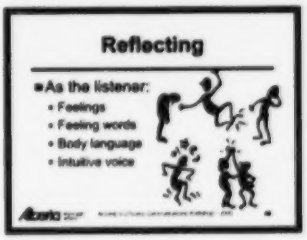
The skill of **reflecting allows the listener** to confirm to the speaker that he has a sense of **what the speaker is feeling**. In order to accurately reflect feelings and emotions, we must use all our senses and focus on:

- the speaker's feelings
- the feeling words you are hearing
- the speaker's body language
- listening to the messages of your intuitive voice.

Our emotions are triggered in the brain according to how we think our wants and needs will be satisfied. Reflecting what the speaker is feeling requires that the listener be sensing and hearing what emotions may be at play in the speaker according to all of the cues, verbal, vocal and visual.

	PURPOSE	TO DO THIS
REFLECT FEELINGS	• To show you understand how the person feels	• Listen to voice tone and what the person is saying
	• To help the person evaluate his/her own feelings after hearing them expressed by someone else	• Report back what your hunch is of the speaker's basic feelings
		• Focus on the feeling words, body language and general content

Example: "It seems you've been frustrated and impatient with the time it takes to process the reports around here."



"There are two ways of spreading light: to be the candle or the mirror that reflects it."
Edith Wharton

"To hear what people are really saying one needs to listen to what they are not saying."
Carl Jung

Notes: _____

Reflective Listening

The skills indicated above are sometimes referred to as reflective listening. Reflective listening can be very powerful in connecting with the other person, and in working through conflicts. We need to be self-aware about when we are unable to listen reflectively.

Listening reflectively is useful:

- Before any action is taken. Clarify before responding.
- Before you respond defensively, show a "willingness to be influenced."
- When the speaker feels strongly about an issue or has a problem s/he wishes to resolve.
- When the speaker is struggling with expressing thoughts or feelings.
- When the speaker needs a "sounding board." The intent is not to solve or fix the dilemma.
- When in conflict or when talking about issues that are important to one or both parties.

You may not be able to listen reflectively:

- When you are unable to accept non-judgementally what the other person is saying.
- When you do not trust the other person's ability to make responsible decisions.
- When you are too stressed, pressured or depleted to listen well.'
- When you are unable to manage your own emotional response.
- When you are using listening to hide yourself, and your real wish is to create distance in the relationship.

Reflective listening sounds like:

- "Sounds like you're feeling _____."
- "I guess you're feeling pretty_____."
- "I'm concerned about your _____."
- "I sense you're feeling _____."

Notes: _____

_____

_____

_____

_____

While reflective listening is an essential skill, **we must use it appropriately** otherwise it can sound clinical and out of place.

Be cautious. When reflecting, do not:

- **Use inaccurate feeling words**
- **Mistake feeling for thinking** - "You feel like I'm unfair." Versus, "You think I am unfair" or "You feel that we have too many rules" versus "You think we have too many rules".
- **Minimize the feeling** "You are a bit upset"
- **Label the underlying feeling** - "You were embarrassed or jealous" as opposed to stating the surface feeling like "You felt uncomfortable." (The former could be taken as a character attack.)

The Emotions

HAPPY	SAD	ANGRY	AFRAID	FEARLESS
gay	sorrowful	resentful	fearful	encouraged
convivial	downcast	irritated	frightened	courageous
festive	dejected	enraged	in fear	confident
contented	unhappy	furious	timid	secure
complacent	woeful	annoyed	timorous	reassured
satisfied	woebegone	inflamed	chicken	bold
serene	depressed	provoked	nervous	brave
comfortable	disconsolate	piqued	diffident	daring
peaceful	melancholy	incensed	fainthearted	gallant
tranquil	gloomy	infuriated	tremulous	heroic
joyous	cheerless	offended	shaky	self-reliant
ecstatic	sombre	sullen	apprehensive	spirited
rapturous	dismal	wrought up	fidgety	resolute
transported	heavy-hearted	worked up	restless	stouthearted
enthusiastic	joyless	indignant	aghast	enterprising
inspired	spiritless	irate	terrified	hardy
glad	dismal	wrathful	panicked	determined
beatific	dark	cross	hysterical	audacious
pleased	clouded	sulky	yellow	dauntless
blissful	frowning	bitter	alarmed	certain
cheerful	lugubrious	virulent	shocked	
genial	funereal	acrimonious	horrified	

Notes: _____

HAPPY
funny
blithe
high-spirited
lighthearted
buoyant
debonair
bright
free & easy
airy
saucy
jaunty
sprightly
lively
spirited
animated
vivacious
brisk
sparkling
merry
mirthful
hilarious
exhilarated
jovial
jolly
jocular
joyful
gleeful
frisky
elated

SAD
mournful
dreadful
dreary
flat
dull
oppressed
downhearted
in the dumps
sullen
mumpish
moping
moody
glum
sulky
discontented
out of sorts
ill at ease
low spirited
low
discouraged
disheartened
desponding
crestfallen

ANGRY
boiling
fuming
in a stew
up in arms
in a huff

HURT
injured
offended
grieved
distressed
in pain
suffering
afflicted
worried
aching
crushed
victimized
heartbroken
hapless
in despair
agonized
tortured
dolorous
piteous
woeful
rueful
mournful
sad

AFRAID
insecure
anxious
worried
misgiving
doubtful
suspicious
hesitant
irresolute
awed
dismayed
scared
trembling
quaking
cowardly
threatened
menaced
appalled
petrified

INTERESTED
concerned
affected
fascinated
engrossed
intrigued
absorbed
excited
curious
inquisitive

DOUBTFUL
unbelieving
sceptical
distrustful
suspicious
dubious
uncertain
questioning
wavering
hesitant
perplexed
indecisive
misgiving

EAGER
keen
earnest
intent
zealous
ardent
agog
avid
anxious
enthusiastic
desirous
fervent
hot-headed
fervid

NEGATIVE SELF-ESTEEM
intimidated
unsure
regretful
neglected
ignored
embarrassed
ashamed
unappreciated
left out
uncertain
insecure
unimportant
humiliated
doubtful

POSITIVE SELF-ESTEEM
confident
competent
fulfilled
capable
secure
important
needed
determined
appreciated
proud

Notes: _____

_____

_____

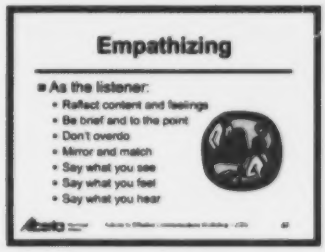
_____

_____

Empathy

When we empathically respond using our senses we:

- focus and **reflect content and feelings**
- want to be **brief and to the point**
- **don't minimize** or overdo
- **mirror and match** intensity of the speaker's emotions
- **say what we see** (eyes)
- **say what we feel** (kinaesthetic)
- **say what we hear** (voice)



Having empathy is about intuitively sensing, feeling and visualizing an experience from another person's perspective. When we both **paraphrase the content** of what people are saying and **accurately express the feelings** we sense they are experiencing, we assure people we are listening and in turn it is an indication that we care.

"Until you walk a mile in another man's moccasins you can't imagine the smell."
Eric Burns, Psychologist

Empathic communication in greater degrees **helps the speaker get to a deeper self-understanding.** (Through the conveyance of your understanding, others often understand themselves better and in more depth.) Only when the speaker experiences the feedback as genuine and heartfelt, will he trust and continue to explore more deeply. Having empathy requires physical and psychological processing from the listener, as well as a **willingness to detach himself from his own thoughts and feelings and listen, feel and see it, from the other's point of view**. The degree of success we have in empathizing with others depends on our willingness to temporarily **set aside our own agenda, thoughts, opinions, judgments and especially our solutions relative to the issue or topic.**

When we empathically respond, we reflect back the content and the feelings of what we are hearing. Empathy tells the speaker we are truly listening. **Empathy is delivered both verbally and non-verbally.**

Understanding someone does not mean you agree. It just simply means you are willing to try to see a situation from their perspective both from the content and feeling context. It also

Notes: _____

communicates genuineness, warmth and respect for the other person. Empathy is an extremely useful skill in all of our communication for healthy relationships. It empowers people by helping them become accountable and to see more possibilities through their own in-depth understanding. When you can make this human connection with people in conflict it also helps them to move off their positions. **Being empathic requires skill, concentration and effort. It is one of the richest forms of affirmation, acceptance and a powerful source of creating personal awareness.**

	PURPOSE	TO DO THIS
EMPATHIZE	• to join emotions and content	• connect every feeling to a fact

Examples: "So you feel _____ because _____."
"You are _____ by _____."
since _____."
about _____."
that _____."
when _____."

Empathy is the healthy balance between apathy and sympathy.

Empathic Listening:

- **reduces defensiveness**
- **encourages people** to share their experience
- **clarifies meanings** for everyone involved
- **creates an atmosphere for** reciprocal **open conversation**
- **provides** an opportunity **for human connection**
- **defuses** anger, resentment and tension
- **conveys respect** and interest for the speaker

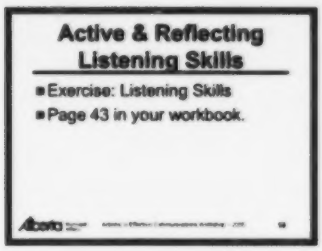
Empathy sounds like:

- "So you're upset because_____."
- "You're sad about_____."
  lonely since_____."
  betrayed by_____."
  afraid that_____."

Notes: _____

EXERCISE: Listening Skills

Respond to the following comments by using non-defensive active and reflective listening skills.



1. (At a public meeting a person stands up and says:) "You are crooked and underhanded. I have had it with you! I can' t trust a thing you say."

2. (You are in the local cafeteria having coffee with several local people and a taxpayer approaches you:) "I thought I might find you here. It appears that the roads and traffic conditions around here are of little interest to you, otherwise you wouldn't be allowing this heavy trucking to go on."

3. (You have a person sitting in your office who is concerned with environmental issues in the municipality. A 'feedlot' has been approved and is in operation along a main water supply and the person says to you:), "I guess the next generation' s health is of little concern to you. Do you know what their drinking water will look like if these practices continue?"

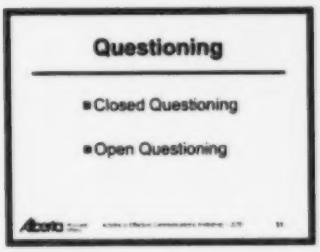
4. (You are explaining to a colleague how you handled a touchy situation over land subdivision with a disgruntled business owner and he/she says) "Wow! You said that! You better pray that they don' t complain to the local Council. I can' t believe you said that."

5. (To another councillor:) "If you had communicated with me, I wouldn't be in this predicament with my ratepayers."

Notes: _____

Questioning

The **two major types** of questions are **open and closed**. Open questions are more effective in general because of the depth and breadth of information they can uncover versus closed questions, which tend to limit the amount of information. **The closed question is more helpful when we are verifying a choice or confirming understanding as in a perception check. The open question is more helpful when trying to understand another's experience.** It does not confine or direct **and encourages the speaker to share information.**



Closed questions sound like: (anything you can answer yes or no to)

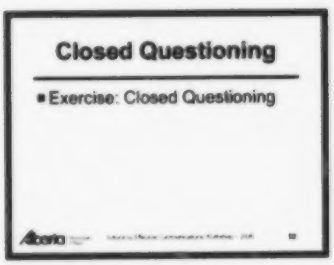
- Did you_____?
- Will you_____?
- Are you_____?
- Can you_____?
- Have you_____?

Open questions sound like: (cannot be answered, "yes", "no", or "maybe")

- What will_____?
- How did_____?
- When _____?
- Why_____? (with caution)
- Who_____?
- Where_____?

EXERCISE: Open Versus Closed Questions

Ask only closed questions to see if you can find the reason behind the statement. The answer can only be yes or no. See how many closed questions it takes to find the reason behind the statement.



Notes: _____

Open Questioning

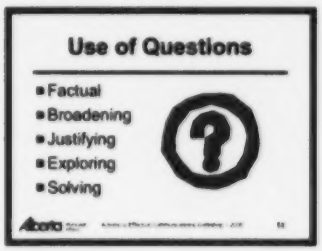
The open questioning process can be broken into phases for understanding another's perspective. The following types of open questioning will help create understanding of all aspects of one's experience when in communication about issues.

"Condemnation without investigation is the height of ignorance."
Albert Einstein

THE USE OF QUESTIONS

It is particularly important to use questions for the purpose intended, and to do this, the communicator needs to understand the various types and purposes of questions:

TYPE	PURPOSE	EXAMPLE
FACTUAL	• To get information • To open discussion • To focus or become specific	All the "W" questions: what, where, why, when, who, whether, which
BROADENING	• To broaden discussion • To obtain additional facts or information • To probe for underlying issues or hidden agendas	"What is the relationship between you and your mother-in-law?" "What other factors are important?" "Can you tell me more about?"
JUSTIFYING	• To challenge old ideas • To develop new ideas • To confront	"What makes you think so?" "In what way is that important?" "Can you rephrase that more positively?"
EXPLORING	• To develop new ideas • To change the course of the discussion	"Suppose you did it this way… what would happen?" "Some couples have tried this --- is this



Notes: _____

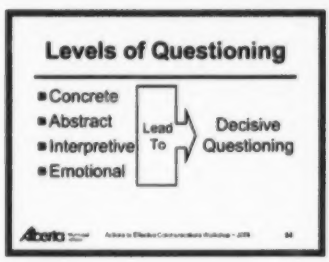
	• To encourage reflection	feasible here?" "How else could you have handled that?" "Do you see any similarity between this discussion and the one we had yesterday on this issue?"
SOLVING	• To aid in getting to good solutions • To clarify details of decision-making	"How might we enact that?" "When would you be able to present that report?"

Levels of Open Questioning

The following levels of questioning are an effective way to move through the earlier model on understanding another's perspective and provide examples of questions to ask to understand each of the phases of the other person's perspective.

Concrete: Objective Questioning (useful for creating understanding about the facts, circumstances, data)

Examples:
- What Happened?
- Who was there?
- Who said/did what?
- How did you participate?
- When did it happen?
- Where did...?
- What can you tell me about...?



Abstract: Subjective Questioning (useful for creating understanding about thoughts, views, opinions, perspectives)

Examples:
- What were you thinking?
- What is your view?
- What did you assume?
- What do you believe..?
- What is your opinion of ?

Notes: _____

Interpretive Questioning (useful for creating understanding about how someone is interpreting the issue, its effect and impact)

Examples: How did that affect…?
What are you learning?
What is the impact on...?
How can... change help?

Emotional: Reflective Questioning (useful for understanding how the other party is feeling and emotions relative to an issue)

Examples: Why were you angry?
What was it like...?
What do you fear?
What are you feeling..?
What do you think...is feeling?

Outcome: Decisive Questioning (useful for understanding how other parties think an issue can be resolved, what can be done to deal with it, and what they might suggest for short and long-term means to handle similar issues or complaints)

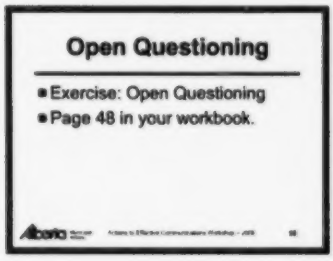
Examples: What do you think should happen?
How can we resolve this?
What do you think is fair given...?
When can this be done?
How do you plan to …?

Note: These are to be used in any order appropriate to your discussions, not necessarily in the order outlined above.

Notes: _____

EXERCISE: Open Questioning

In the following exercise, explore (with a partner) perspectives and experiences using the levels of questioning on one of the following topics. Use all the levels of open questioning.



Current Controversial Topics

1. Expropriation of land for garbage dumping.
2. Sound barriers along heavy traffic roads in residential areas.
3. Intensive livestock operations adjacent to residential areas.
4. Consequences for municipal dog owners who don't control their animals.

Pick an issue and discuss one of these topics with a partner using all levels of questions.

In the spaces provided identify the types of questions (open or closed) and the levels of questions (concrete, abstract, interpretive, emotional, etc.) asked:

_____

_____

_____

_____

_____

Notes: _____

_____

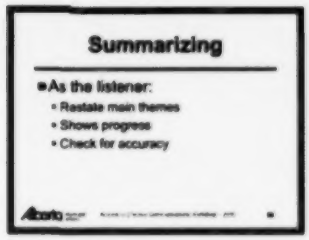
_____

_____

_____

Summarizing

When we summarize information, we collectively restate all that has already been said, picking up on **the main themes and the main feelings**. Summarizing gives the speaker a chance to hear one more time what he has said, what you understand from what he has said, and provides a sense of movement to the conversation.



	PURPOSE	TO DO THIS
SUMMARIZE	• to review progress and check for accuracy • to pull together important ideas and facts • to establish a basis for further discussion	• restate the major ideas expressed, including feelings

When we summarize we:

- make a restatement of main themes and feelings
- give the speaker a feeling of movement or progress
- check for accuracy of the summary with the speaker

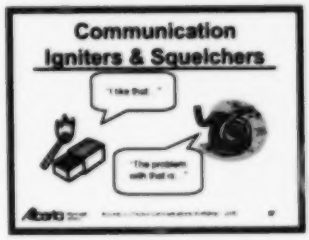
Summarizing sounds like:

- "So what I've heard so far is_____."
- "Let me see if I understand so far_____."
- "Let's recap_____."

Notes: _____

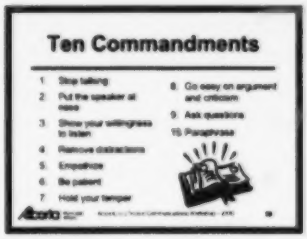
Communication Igniters & Squelchers

IGNITERS	SQUELCHERS
I like that. .	The problem with that is ...
Keep talking, you're on track…	No way it will work here….
Go ahead, try it! . . .	Impossible under our current system….
We can do a lot with that idea…	It's not a bad idea, but…
That's great, let's do it?…	We've never done it that way before…
That's neat! What else do we need?…	You haven't considered…..
How can we get support for it…?	You are always wanting…
I think it will fly . . .	It won't work ….
Gee, why not? . .	We haven't the time .
Hey, that's a great idea! . . .	We're not ready for it yet…
How can we build on that idea?…	It's all right in theory, but not in practice…
How can we help you? . . .	Why start anything now? .
This is going to be fun! . .	You know, I think you really are dumb...
That would be interesting to try…	It's been the same for ten years. Why change now?…



Notes: _____

Good Listening Commandments

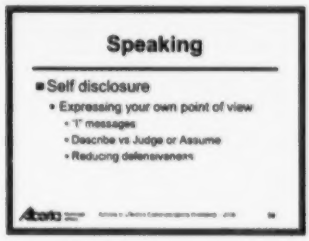


1. **STOP TALKING.** You cannot listen if you are talking.
2. **PUT THE SPEAKER AT EASE.** Help the speaker feel free to talk.
3. **SHOW YOUR WILLINGNESS TO LISTEN.** Look and show interest. Listen to understand rather than oppose.
4. **REMOVE DISTRACTIONS.** Seek a quiet place if possible. Don't fidget or doodle.
5. **EMPATHIZE.** Try to put yourself in the speaker's place so you can see his/her point of view.
6. **BE PATIENT.** Don't show impatience. Allow plenty of time for each person, even when you're rushed.
7. **HOLD YOUR TEMPER.** An angry person misunderstands words. Keep your minds open.
8. **GO EASY ON ARGUMENT AND CRITICISM.** The other person may react negatively. Even if you win, you lose.
9. **ASK QUESTIONS.** Probing helps to develop needs further.
10. **PARAPHRASE**. Make sure you understand what the speaker is saying. The speaker will also get a sense that they've been heard.

Notes: _____

SPEAKING

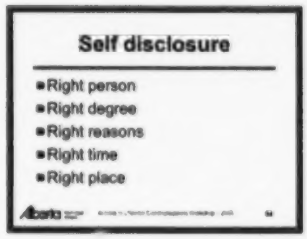
To create understanding the following speaking skills are effective for sharing our perspective. This helps create balance in disclosure and put forth our wants, needs, concerns and interests. It does so in a way that does not cause defensiveness in the other party when in conversation discussing issues.



Self Disclosure

Good communication requires that we self-disclose to avoid defensiveness in our listener. Speaking and listening might be equated to the balance of a teeter-totter. When speaking and listening, a balance in quantity and quality is important. **We need to attain a balance in conversation:**

- to **create trust and respect**
- so we do **not overload the person** we are speaking to.

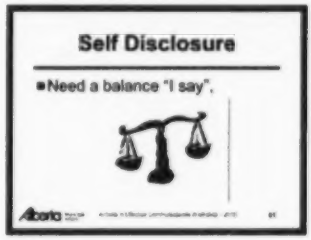


As a **balance measure** to ensure we are not telling all and receiving nothing in return, don't ask questions that you would not be prepared to answer and vice versa.

"It's not what we say, it's how and when we say it."

Effective self-disclosure is, "the act which requires the most courage, simple truthful communication." Here is a guideline for self-disclosure and speaking about our own wants, needs, thoughts and feelings that says it best. **" Self-disclosure is best when it is:**

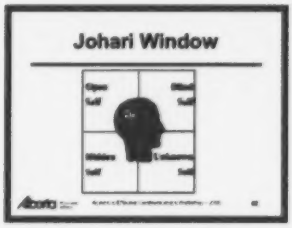
- **to the right person** – often one who is capable of empathic understanding;
- **to the right degree** – you may decide to disclose all or part of your experience;
- **for the right reasons** – be sure your goal is to disclose yourself rather than to burden the other or "show off";
- **at the right time** – in hours that are appropriate and when the other is not heavily burdened with his own needs; and
- **in the right place** – in a location conducive to this kind of communication."



Notes: _____

Johari Window

To better understand the "self" that is being disclosed; imagine your entire being is represented in these four quadrants of the Johari Window:

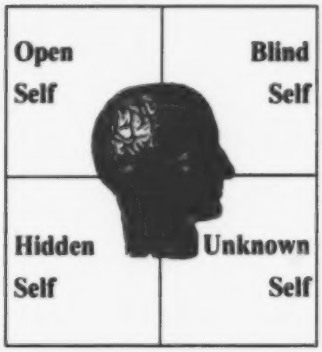


Open Self
Known to self
Known to others

Contains all conscious actions and statements

Blind Self
Unknown to self
Known to others

Comprising things others can find out about you that you are unaware of – habits, mannerisms, defence mechanisms



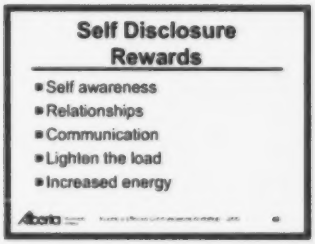
"The greatest of all faults is to be conscious of none."

Hidden Self
Known to self
Unknown to others

Includes all your secrets

Unknown Self
Unknown to self
Unknown to others

Unconscious or subconscious dreams, drug trips, mystical experiences



Rewards of self-disclosure are:

- Increases **self-knowledge**
- Develops **relationships**
- Improves **communication**
- **Lightens the load**
- **Increases energy.**

Communicating information about yourself can be enhanced by understanding aspects of self.

These compartments are fluid. Observations, thoughts, feelings and wants are constantly shifting from one quadrant to another. Self-disclosure is the shift of information about what you observe, feel, think or need from the private to the public self. If you are good at self-disclosure, your public self quadrant is large.

Notes: _____

Why Self-disclosure?

- increases your self-awareness
- increases intimacy with others
- helps open up to others and communicate in more depth
- lessens guilt – you no longer have to keep thoughts, feelings, and behaviours secret, and you can be more objective
- increases you energy – keeping important information private drains energy
- models transparency
- increases trust
- emphasizes our common humanness

Why Don't We Do It More Often?

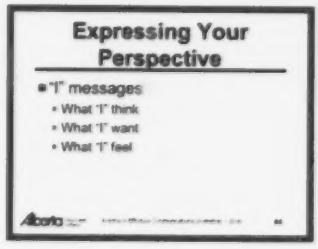
We fear judgment, blame, rejection and criticism. We also may fear getting to know ourselves.

Guidelines For Self-Disclosure

- develop balance
- assess when to tell what to whom
- don't go to extremes

Expressing Your Own Perspective

"I" Messages



"I" messages indicate that you take responsibility for your own thoughts, feelings and behaviour. You are more likely to use "I" messages if you …..

Speak only for yourself.
State what you see and hear.
State what you think.
State how you feel.
State what you want or need.
Describe your own actions (past, present, future).

Notice the difference between "you" messages and "I" messages.

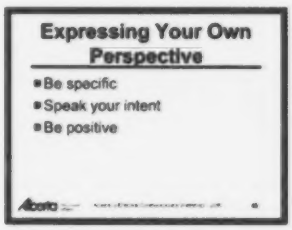
Notes: _____

You messages (accusations)	I messages
You never listen to me.	I'm hurt. I want you to understand my point.
You never let me say anything.	I'm frustrated because I want an opportunity to say more about what I think.
You make me furious.	I'm angry.
You intimidate me.	I feel intimidated.

I messages are related to feelings. They indicate that the person giving the I message is taking responsibility for his/her own behaviour, and that s/he also has the ability to reveal feelings. **Understanding and being in touch with our own feelings is critical if we are to communicate ourselves meaningfully to other people.** Perceiving their feelings is critical if we are to understand them; by the same token, their perception of our feelings is critical if they are to understand us.

State What You Want

1. Be specific.
2. Be clear/direct.
   The more we hedge or dodge the real issues, the more likely we are to be ignored, dismissed or misunderstood.
3. Be positive.
   When possible, say what you do want rather than what you do not want.

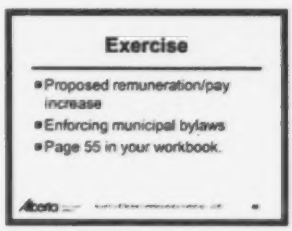


EXERCISE: Expressing your own perspective

Use relevant key issues you deal with as councillors or administrators.

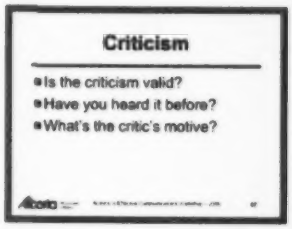
1. **Proposed remuneration/pay increase.**

2. **Enforcing municipal bylaws.**



Notes: _____

Criticism



Managing conflict effectively includes responding to criticism in a way that allows communication to move forward. At the same time, we learn something about ourselves. Just as conflict is neither good nor bad, criticism is often neither informed nor just. We know why our actions make sense to us. To others, our actions, opinions, hopes and fears often seem unjustified. People only see what we allow them to see; we tend to hide the real person behind the mask. Remember this important truth:

You have no control over other people's attitudes toward you.

You do have control over your attitude toward others.

Almost everyone finds personal criticism frightening and destructive. Only a few see the positive side of criticism, which is growth. Criticism can work in a positive way for each of us. The first step is to respond to criticism in ways that allow for positive communication.

Is the criticism valid?

Consider the source – If the source is an expert, or in a position of authority, you may be wise to listen. But not all things can be judged correct or incorrect. For example: missing a scheduled appointment can be justifiably criticized, but the colour of your car cannot, because it is a matter of taste.

Have you heard the criticism before – If you have heard this particular comment before, pay attention. Repeated observations may be warning that there is something for you to learn.

Consider the critic's motive – Watch for feelings. Feelings are vitally important. Gauge the emotional climate. If your critic is visibly upset, he or she, rather than you, may have the problem.

Remember, **what you do not say in response to criticism is often more important than what you do say.** Destructive responses serve to block the communication. Remember your active listening skills – use them? Keep the communication going.

Notes: _____

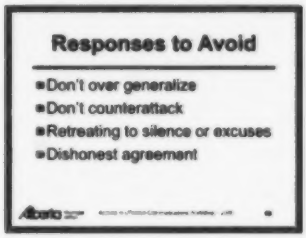
_____

_____

_____

_____

Responses to Avoid



Do not over-generalize – If someone tells you that you missed a tennis return because you were too far away from the ball, react only to that. Resist a stage whisper that says, "yes and my serve is lousy too!" When your supervisor asks you to be on time for the next meeting, this does not mean that you will be fired. Stay with the specific criticism.

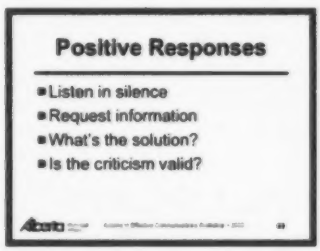
Do not counterattack – If you arrive home late from work and your spouse or roommate comments, "You're late again," it does little good to shoot back, "well what about you? You're never on time." It is hard to resist, but worth the effort.

Do not offer excuses or retreat into silence – Remember, defensiveness leads nowhere. Your silence, in the context of criticism, is not passive but usually seen as active hostility. An attitude of hostility escalates the conflict. You want to de-escalate the situation.

Do not use dishonest "agreement" – Don't appear to agree when you really don't. Someone who criticises you will look for evidence of change over time and if they see none, may conclude that you were lying.

All these responses are destructive. One of the keys to learning and growing through criticism is to help our critics.

Positive Responses



People who learn basic positive skills for offering and receiving criticism seem to go through life with fewer emotional upsets. The learning of a series of techniques soon becomes a better way of life – a life of less pressure.

The following are some simple ways to help your critic and yourself.

Try to be quiet and listen - Hold back your emotions for awhile. Listen to what your critic is saying and observe how it is being said.

Notes: _____

Ask for more information - We often jump to conclusions because we don't have all the information we need. If someone is being critical it may be very important to them. Find out all that you can from your critic. A good beginning is something like, "Can you be more specific?"

Ask for a solution – You can ask, "What specifically would you like me to do?" A statement such as this often clears the air because you are taking seriously what the other person is saying.

Responses That Help

If the criticism is valid, you have three options:

Acceptance – a possible option is to say, "You're right. I won't do it again."

Delay – Your critic has initiated this confrontation. You must believe that it is important to them, but at the moment the advantage is theirs. You may not have to give an immediate answer. What you can say is, "I need time to think about what you have said. Let's come back to it before we go to lunch." This is a reasonable response that gives you time and sets a definite deadline for more communication.

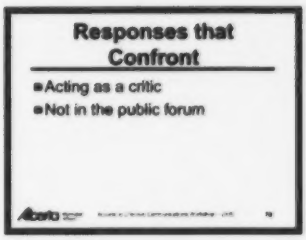
Diplomatic disagreement - You can listen carefully, show respect for the other's views, yet at the same time disagree. A statement like, "I can understand how you feel, but I don't feel the same", or "I know that my behaviour bothers you but I'm operating the machinery as I was taught."

Often disagreements are about emotions and not facts. Honour the other person by sharing your feelings with them in a quite and careful way. At this point you may want to use an *"I message"*.

Notes: _____

Responses That Confront

Acting as a critic – Sometimes standing up for yourself requires that **you** be the critic. There is an absolute rule for success. **Never Give Criticism in Public.** Do it in private, and give the other person every chance to save face. Be particular and if possible use an *I message.*

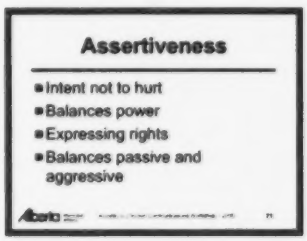


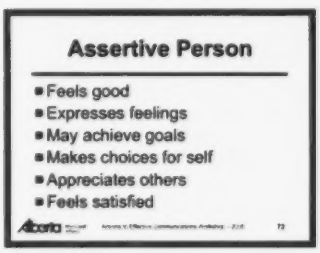
A counterproductive public criticism would be: "You're late again." Whereas, you could say, in private: " I feel embarrassed when you're late because I have to begin the presentation all by myself."

A good reason to be a critic is to learn something, and perhaps modify a person's behaviour, including you own. To do that, communication must continue. The same skills of active listening may be used in intelligent and directed criticism.

Assertiveness

- Assertiveness **does not involve the intent to hurt the other person**, whereas aggression does.
- Assertive behaviour **aims at making the power equal** between two people.
- Assertive behaviour **involves expressing your legitimate rights** - remember others have a right to respond to your assertiveness.
- Assertive is the **balance between passive and aggressive behaviour.**





Comparison – Passive/Assertive/Aggressive Behaviour

Passive	
(self)	Does not feel good about self
(feelings)	Shy
(achievements)	Does not achieve desired goals
(choices)	Allows others to choose for them
(reflecting back)	Hurt, anxious

Notes: _____

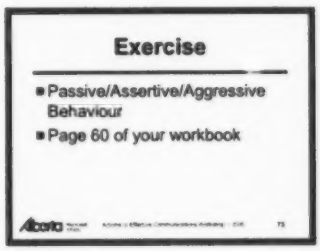
Assertive

(self)	Feels good about self
(feelings)	Expresses feelings
(achievements)	May achieve desired goals
(choices)	Chooses for self
(reflecting back)	Feels satisfied

Aggressive

(self)	Feels good about self at expense of another
(feelings)	May express feelings
(achievements)	May achieve goal(s) but hurts/angers others
(choices)	Chooses for others
(reflecting back)	May feel regret

EXERCISE: Passive/Assertive/Aggressive



Circle the type of behaviour in the following examples – whether the statement is passive, assertive or aggressive behaviour.

- Behaviour: Pounding fists on the table and shouting because someone has suggested something you absolutely disagree with.
  Type: passive/assertive/aggressive

- Behaviour: Not speaking up and then quietly complaining at coffee about the decision and how it may negatively impact the area.
  Type: passive/assertive/aggressive

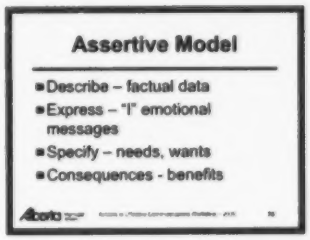
- Behaviour: Sitting back and not addressing issues as they arise and then acting surprised when the issue escalates and becomes a real problem.
  Type: passive/assertive/aggressive

- Behaviour: When bad things happen blaming other people and saying "I told you so".
  Type: passive/assertive/aggressive

Notes: _____

- Behaviour: Asking others about their challenges and sharing your thoughts and feelings relative to a problem.
  Type: passive/assertive/aggressive

Assertive Model - Communicating our Perspective



This model combines the non-defensive speaking skills such as self-disclosure and expressing your own perspective. It is an effective process for expressing our own perspective about what we see, hear, feel, think and want. In addition, by stating mutual benefits, that may include others' perspectives, you move the discussion towards a future focused result.

DESC Model

Step 1. Describe
behaviour, circumstances, objective factual data - be specific and non-defensive (concrete).

Step 2. Express
your own reaction to the behaviour, your feelings about the circumstances and the facts, speaking in the first person using "I" messages (emotional).

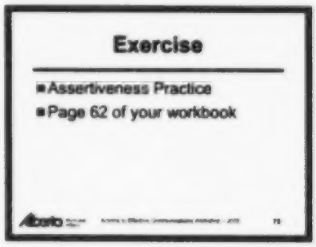
Step 3. Specify
what you would like, need, want, think, and state your preferences (abstract information – both subjective and interpretive).

Step 4. Consequences
state positive mutual benefits,
use collaborative language,
be inclusive of others.

Notes: _____

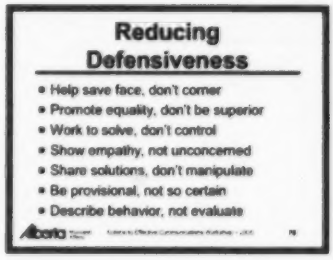
Exercise: Assertive Practice

In pairs, after reading the following statement, try using the DESC model to communicate Albert's perspective.



Jack and Albert work on the same committee. Jack is the chairperson. Albert thinks Jack sets himself up as the expert and committee meetings take on the flavour of a lecture. Albert thinks committees should work together, but Jack continually ends up controlling everything. Albert has tried to change things without confronting Jack, but hasn't been successful. Jack sees his role as chairperson being one in which he maintains an 'overview', meaning he should be involved in all aspects of the committee's work. Jack has been around longer than any other committee member, so he sees himself as an information source. He has been irritated lately by the committee's seeming lack of energy and motivation. Albert decides to approach Jack privately to talk about his frustration.

Reducing Defensiveness


Reducing Defensiveness
Help save face, don't corner
Promote equality, don't be superior
Work to solve, don't control
Show empathy, not unconcerned
Share solutions, don't manipulate
Be provisional, not so certain
Describe behavior, not evaluate

Here is a summary of how we can reduce the risk of a defensive response and create a more supportive communication environment.

Don't corner the other, instead help him/her save face:
People become defensive when they are put in a corner, and have no way to save face. Instead, suggest possible courses of action, explore options and brainstorm solutions.

Don't be superior, instead promote equality:
Do your best not to come across as superior. Instead, communicate, "We're in this together."

Don't focus on control, instead take a problem orientation:
Rather than tell them what to do, work to solve the problem together.

"Even a woodpecker owes his success to the fact that he uses his head."

Unknown

Notes: _____

Don't appear unconcerned, instead show your empathy:
Instead of covering up your feelings in order to appear neutral, communicate empathy or support for the other. A "neutral" stance can often appear uncaring, standoffish or even hostile.

Don't manipulate, instead share the solutions:
When others feel manipulated, it may be that you're trying to control the solution. Instead, share the problem solving and solution finding with them.

"Swallowing angry words is easier than having to eat them."
Unknown

Don't be so certain, instead be provisional:
Let go of having to be "right". Instead, communicate your willingness to experiment with your own behaviour, attitudes and ideas. Investigate issues rather than take sides. Use more provisional, tentative language.

"It's not the mountain we conquer, but ourselves."
Edmund Hillary
(First person to climb Mount Everest)

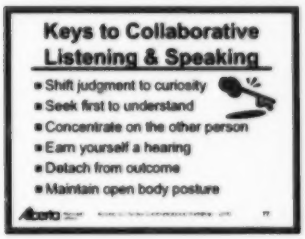
Don't evaluate, instead describe:
People become defensive when they are labelled, called names, or put in a category with a name. Instead, describe their behaviour.

"And when you have reached the mountain top, then you shall begin to climb."
Kahlil Gibran

Notes: _____

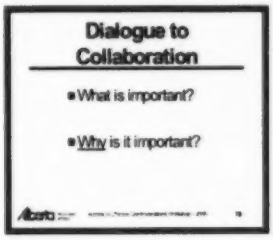
COLLABORATIVE COMMUNICATION

Keys to Collaborative Listening and Speaking


Keys to Collaborative Listening & Speaking
• Shift judgment to curiosity
• Seek first to understand
• Concentrate on the other person
• Earn yourself a hearing
• Detach from outcome
• Maintain open body posture

- **Shift judgment to curiosity** – remain non-judgmental and non-blaming.
- **Seek first to understand** before asking to be understood. Understanding does not mean agreeing.
- **Concentrate on what the other person** is saying and how he/she is feeling.
- **Earn yourself a hearing**: assure understanding of the other before stating your point of view.
- **Detach yourself from the outcome**. Listen to understand, without interrupting or planning your response.
- **Maintain an open body posture**. Show interest in what the other person is saying by nodding, making eye contact and having appropriate facial expressions.

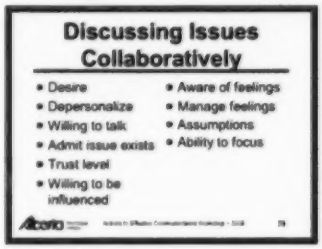
Dialogue to Collaboration



"Dialogue is a way of talking so that conversation has a centre without sides." It is a way of taking the energy of our differences and channelling it toward something that has never been created before. It lifts us out of polarization into a greater common sense, thereby engaging in synergy the intelligence and co-ordinated power of people. Dialogue fulfills deeper, more widespread needs and is a way of conversing to resolve issues and often even to dissolve them. In other words once people can express, feel, hear and process their thoughts, sometimes the issue itself dissipates to the degree it is no longer a concern. **We look for ways to uncover a base of shared meaning that can greatly help coordinate and align our actions with our values while promoting empowerment and autonomy in individuals.**

Notes: _____

Collaboration seeks to understand, clarify and delineate the facts, from the opinions and feelings associated with the issues. It is a means of getting to the interests of what is important and why it is important to each party relative to an issue. Collaboration takes on a focus of expanding and encompassing rather than dividing and conquering. The potential for more options is self-evident because of the understanding created around the conversation. An **appropriate analogy might be to think of creating dialogue, which encourages an expansion of perspectives or a panoramic view when working to resolve issues. We do not merely try to reach agreement but rather try to create a context from which many new mutual agreements might emerge.**

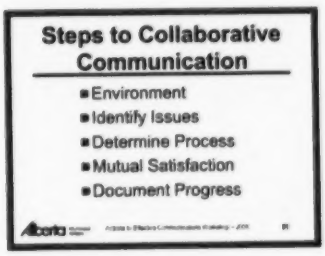


Importance of Discussing Issues Collaboratively:

- Have a **desire** to understand all perspectives
- Be willing to **depersonalize** the issue
- Be **willing to talk** about the situation
- Admit that the **issue exists**
- Have a **trust level** sufficient enough to engage and communicate in good faith
- Be **willing to be influenced** by the other perspective
- Be **aware of our own feelings** and attitudes that may be contributing or impacting the issue
- Be able to **manage our feelings** and emotions
- Be **aware of assumptions** we may be making
- Have the **ability to focus** on the issue and remain logical about the process

Notes: _____

Steps to Collaborative Communication



1. Create the environment

- Introduce the topic
- Stop, focus on awareness
- Attend
- Encourage (CEO to invite opinions/discussion)

2. Identify the issue/s

- Listen carefully
- Identify what the subject of the conversation is about
- Formulate neutral response statement that is all encompassing

"Two roads diverged in a wood, and I – I took the one less travelled by, and that has made all the difference."

Robert Frost

3. Determine the process

- Familiarity with procedural bylaw
- Establish common ground
- Prove you are listening and you are willing to consider their ideas
- Make it personal and meaningful by sharing your perspective

4. Be open to possibilities

- Be open to other perspectives that may change your mind
- Create clear mental pictures for the listener (voice, visual verbal)
- Help others be objective (analogies)
- Summarize; what you hear them saying is important, and find out why it is important to them

5. Document progress

- Minutes are the tool for communicating decisions from the meeting
- Summarize with positive reframed goal in mind
- Prospect for their suggestions and involvement
- Positively encourage them to take action or a next step
- Share the responsibility
- Resolve to mutual satisfaction collectively

Notes: _____

Principles of Collaboration:

- **Seek first to understand** before asking to be understood.
- **Separate the people from the problem.**
- **Look for commonalities.**
- **Invent options for mutual gain.**

Goals of Collaborative Discussion:

1. **Clarity** in understanding and awareness for all perspectives.
2. **Enhance relationships**, empower others to take responsibility.
3. **Provide a positive learning experience**, which may enhance future discussions of issues.
4. **Help people save face** and maintain dignity.
5. Resolve the issues requiring **outcomes, which mutually** benefit all parties.

Agenda for Tomorrow:

- **List three things you are going to do in the next three months to apply what you have learned today.**

_____

_____

_____

- **What outcomes do you expect to achieve?**

_____

_____

_____

_____

_____

_____

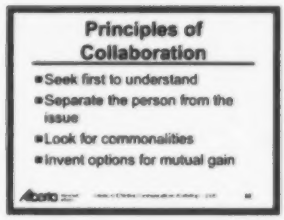
Notes: _____

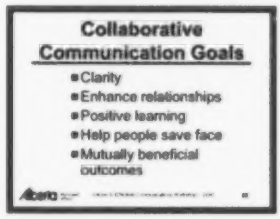
_____

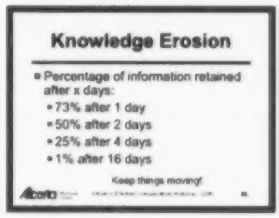
_____

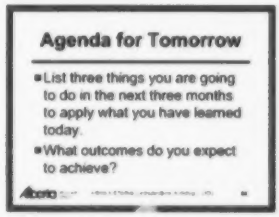
_____

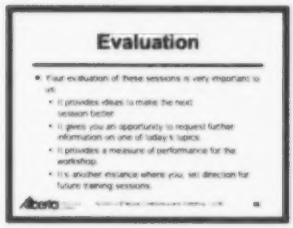
_____


Principles of Collaboration
Seek first to understand
Separate the person from the issue
Look for commonalities
invent options for mutual gain




Knowledge Erosion
Percentage of information retained after x days:
73% after 1 day
50% after 2 days
25% after 4 days
1% after 16 days
Keep things moving!


Agenda for Tomorrow
List three things you are going to do in the next three months to apply what you have learned today.
What outcomes do you expect to achieve?



Additional Resources:

McKay, Davis and Fanning, Messages, The Communications Skills Book, Oakland, C.A., New Harbinger Publications Inc.1983.

Isaacs, William, Dialogue and the Art of Thinking Together, New York, N.Y., Doubleday Books, 1999.

Qubein, Nido R., How to Be a Great Communicator, Toronto, Wiley & Sons, Inc. 1997.

Bolton, Robert, Ph.D., People Skills, New York, N.Y., Simon & Schuster, 1979.

Lee, Blaine, The Power Principle-Influence with Honor, New York, N.Y., Fireside-Simon & Schuster, 1998.

Parry, Danaan, Warriors of the Heart, Copperstown, USA, Sunstone Publications, 1991.

Blake, Robert R. and Mouton, Srygley, Solving Costly Organizational Conflicts, San Francisco: Jossey-Bass, 1986.

Bower, Sharon and Bower, Gordon, Asserting Yourself: A Practical Guide for Positive Change, Reading Mass.: Addison-Wesley Publishing Co., 1976.

Callwood, Diana, Assertiveness for Managers: Learning Effective Skills for Managing People, North Vancouver: Self-Counsel Press, 1983.

Fisher, Roger and Ury, William, Getting to Yes: Negotiating Agreement Without Giving In, New York, Penguin Books, 1983.

Fisher, Roger and Brown, Roger, Getting Together, Boston: Houghton-Mifflin Co., 1988.

Gibb, J., Defensive Communication, The Journal of Communication.

Notes: _____

Goleman, Daniel, Emotional Intelligence, Bantam Books, Oct.1995.

Hobbes, Anne and White, James, Exploring Ourselves Together, Seciphic Design Books 1993.

Hocker, J.R. & Wilmot, W.W., Interpersonal Conflict, 4th edition. WCB Brown and Benchmark, Iowa.

Miller, S., Wackman, D., Nunnally, E., Faline, C., Straight Talk: A New Way to Get Closer to Others by Saying What You Really Mean, New York: Signet, 1982.

Quinlivan-Hall, David and Renner, Peter, In Search of Solutions, Vancouver, B.C., Canadian Cataloguing in Publication Data, 1990.

Shea, G.F. Managing a Difficult or Hostile Audience, Englewood Cliffs: Prentice-Hall, 1984.

Smith, Manuel, When I Say "No" I Feel Guilty, New York: Bantam Books, 1975.

Wisinski, Jerry, Resolving Conflicts on the Job, Amacom, New York 1993.

Glasser, William, Choice Theory, Harper Collins Publishers, New York, 1998.

Burns, David D., Feeling Good – The New Mood Therapy, New York, 1980.

Notes: _____

ISBN 0-7785-4219-X